

**THE INFLUENCE OF USING FINDING TREASURE GAME
TOWARD STUDENTS' VOCABULARY MASTERY AT THE SECOND
SEMESTER OF THE SEVENTH GRADE OF SMPN 15 BANDAR
LAMPUNG IN ACADEMIC YEAR OF 2019/2020**

A Thesis

Submitted as a partial fulfillment of
the Requirements for S1-Degree

By

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Study Program : English Education

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
2019/2020**

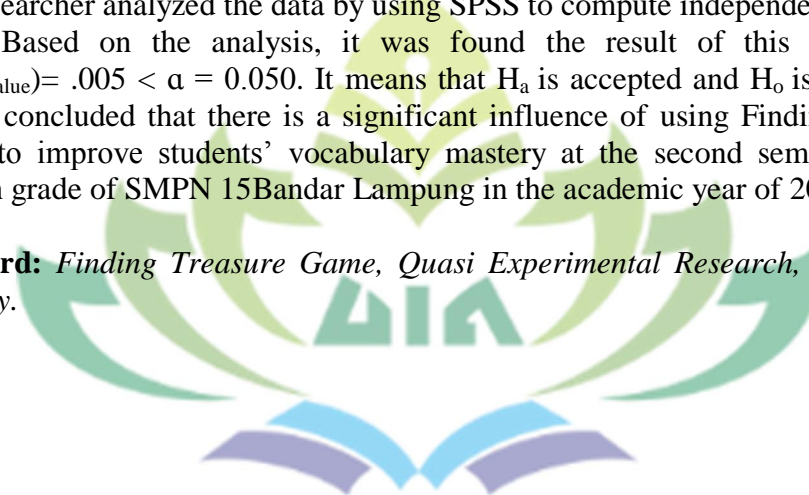
ABSTRACT

English is a compulsory subject that should be learned by the students of junior high school. But in fact, there are many students got difficulties, especially in learning vocabulary. The researcher applied Finding Treasure Game to help the students' problem in vocabulary. The objective of this research was to find out whether or not there was a significant influence of using Finding Treasure Game on students' vocabulary mastery.

This research used quasi-experimental design. Population of this research was 88 students at seventh grade of SMPN 15 Bandar Lampung. The researcher used cluster random sampling technique to choose the sample. The sample of this research was 60 students in which divided into two classes and consisted of 30 students for control class and 30 students for experimental class. The students were taught by using Finding Treasure Game in experimental class and Translation technique in control class. The research used instrument to collect the data in form multiple choice. Before giving treatment, the researcher gave pre-test for both classes. After giving treatment, the researcher gave post-test to students. The researcher analyzed the data by using SPSS to compute independent t-test.

Based on the analysis, it was found the result of this research of $\text{Sig.}(P_{\text{value}}) = .005 < \alpha = 0.050$. It means that H_a is accepted and H_o is rejected. It can be concluded that there is a significant influence of using Finding Treasure Game to improve students' vocabulary mastery at the second semester of the seventh grade of SMPN 15 Bandar Lampung in the academic year of 2019/2020.

Keyword: *Finding Treasure Game, Quasi Experimental Research, Vocabulary Mastery.*





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MASTERY AT THE SECOND SEMESTER OF THE
SEVENTH GRADE OF SMPN 15 BANDAR
LAMPUNG IN ACADEMIC YEAR OF 2019/2020**

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A research entitled: **THE INFLUENCE OF USING FINDING TREASURE GAME TOWARD STUDENTS' VOCABULARY MASTERY AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF SMPN 15 BANDAR LAMPUNG IN ACADEMIC YEAR OF 2019/2020**, By: **REUPITA MUDA, NPM: 1411040148**, Study Program: English Education, was tested and defended in examination session, held on : Friday, June, 26th 2020.

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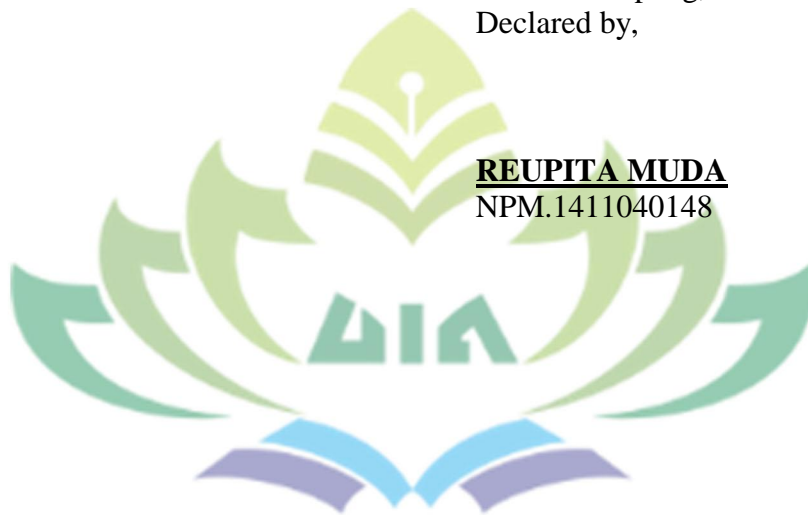
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DECLARATION

I Hereby state that this thesis entitled **“The influence of using finding treasure game toward students’ vocabulary mastery at the second semester of the seventh grade of SMPN 15 Bandar Lampung in academic year of 2019/2020”** is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 2020
Declared by,

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ
أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

"And He taught Adam all the names (all of them), then presented them to the angels; then He said: tell me the names of those if you are right".

(Q.S.Al-Baqarah; 31)¹

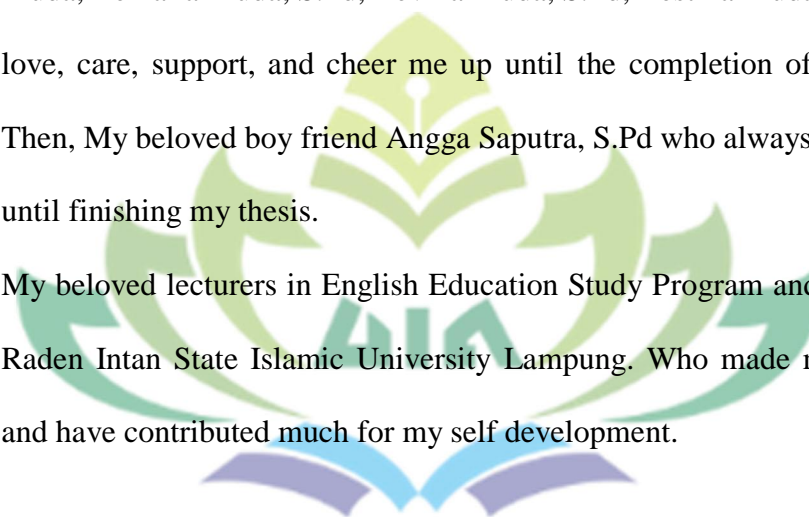


¹ Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris, (Depok: Al-Huda Kelompok Gema Insani), Al-Baqarah:31,p.6

DEDICATION

From deep of my heart, this thesis is proudly dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

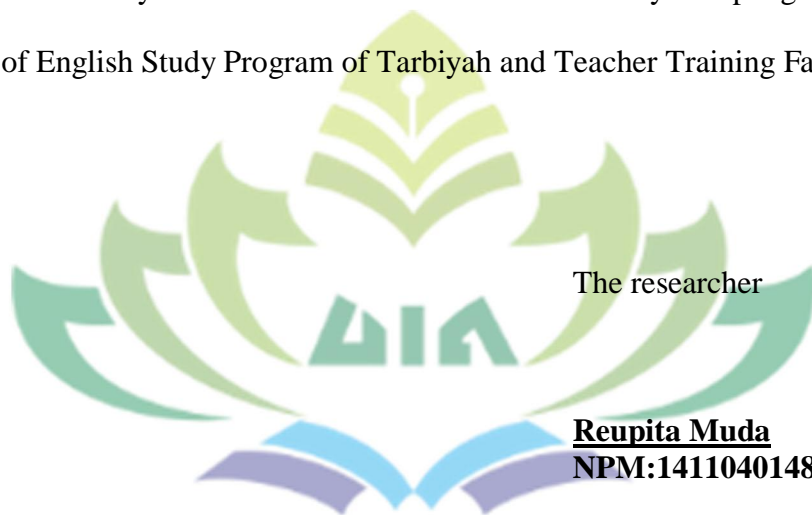
1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Mukoddas and Mrs. Darmi who always love me and keep on praying for my life and success. Thanks for all your motivation. I love you forever.
3. My beloved brothers and my sisters Chandra Muda, Charles Muda, Charia Muda, Remalia Muda, S.Pd, Revina Muda, S.Pd, Restina Muda, S.Pd, who love, care, support, and cheer me up until the completion of this thesis. Then, My beloved boy friend Angga Saputra, S.Pd who always support me until finishing my thesis.
4. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung. Who made me grow up and have contributed much for my self development.



CURRICULUM VITAE

Reupita Muda was born in Mesir Ilir on February 03, 1995. She is the seventh child of seventh children from Mr. Mukoddas and Mrs. Darmi. She has three brothers and three sisters.

She began her study at SDN 01 Bahuga in 2002 and graduated in 2008. Then, she continued at SMPN 2 Bahuga in 2008. After graduated at Junior High School in 2011, she continued her study at MAN 1 Oku Timur. She graduated from Senior High School in 2014. After graduate at Senior High School, she continued her study at Raden Intan State Islamic University Lampung in 2014 as a student of English Study Program of Tarbiyah and Teacher Training Faculty.



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This thesis entitled “The influence of using finding treasure game toward students’ vocabulary mastery at the second semester of the seventh grade of SMPN 15 Bandar Lampung in academic year of 2019/2020” is submitted as a compulsory fulfillment of the requirement for S-1 Degree of English Study Program at Tarbiyah and Teacher Training Faculty of State Islamic University Lampung. When finishing this thesis, the researcher has obtained so much help, aid, support, suggestion and many valuable things of countless people.

Then, the researcher would like to thank the following people for their ideas, time and guidance for thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
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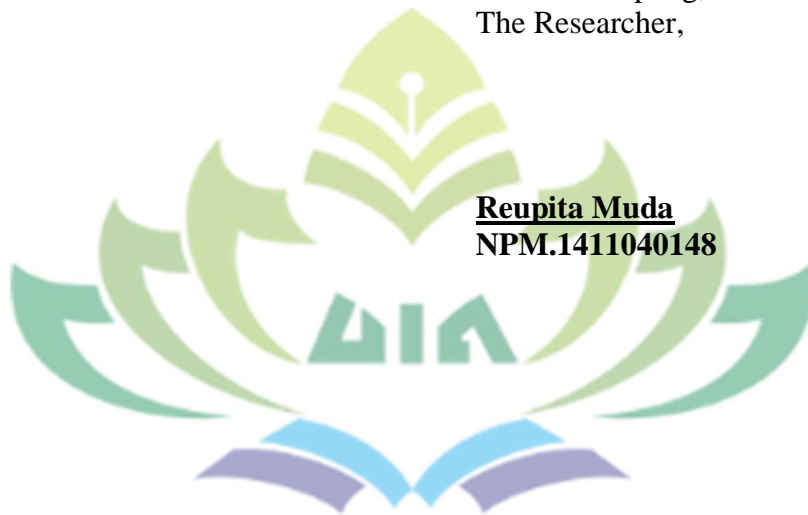
3. Dewi Kurniawati, S.S., M.Pd, as the first advisor and also the academic advisor of the researcher, for this guidance help and countless time given to the researcher to finish this final project.
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6. Hj. Neti Ekowati, M.Pd, the headmaster of SMPN 15 Bandar Lampung and all the teachers and staff who have helped the researcher in collecting the data.
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9. The last, the researcher would like to say thanks to class C of English Education 2014, especially for "C class" who always cheer up sincerely and gave the unforgettable memories.

May Allah gives goodness and blesses for all guides and helps that has been given to the researcher.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weakness in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the writer particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 2020
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CHAPTER I INTRODUCTION

A. Background of the Problem

English teaching covers four skills, namely listening, speaking, reading and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary, pronunciation, and spelling. One of the important aspects to be learned in language learning is vocabulary, and it is a major core in studying a foreign language.² It means that vocabulary is very influential to English learners in their efforts to learn the language. It can be considered as the basis for being able to communicate through spoken and written interaction. Without sufficient vocabulary, the learner cannot either understand a reading text or produce a writing text. Without sufficient vocabulary, the learner cannot either comprehend a speech or produce an utterance. In short, the learners must have an adequate vocabulary to communicate well.

Vocabulary is a very important part for us in learning English. It is because vocabulary is an essential element of foreign language learning which contributes to every level to communication and comprehension in the target language.³ It means that vocabulary can support everyone to communicate with other people and comprehend in the target language. Furthermore, without grammar very little can be conveyed but without vocabulary, nothing can be

² Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2002) p.17

³ Marianne Nikolov, *Early Learning Of Modern Foreign Languages* (Salisbury: Short Run Press, 2009), p.181

conveyed.⁴ It means that vocabulary an important part of learning English. From the theories above, the researcher concludes that vocabulary an important part of learning English because it is supporting everyone to be able to communicate with other people and comprehend the target language.

Based on the preliminary research conducted at SMPN 15 Bandar Lampung, by interviewed the teacher and the students. The researcher found the problem that the students were difficult to memorize the meaning of the words. The students of the seventh grade encountered serious problems in learning vocabulary more over their vocabulary mastery is still low. This problem happens because the technique that is used by the teacher is monotonous and uninteractive so the students became passive, confused, shy, and bored.

The English teacher said that she provided a list of vocabulary. After that, she wrote the translation of the vocabulary list in *bahasa*. She also asked the students to open bilingual dictionary and found the meaning of the words from the dictionary, and the teacher asked the students to do the tasks in the worksheet and at the end of the lesson, the teacher gave homework to make a list of vocabulary related to the topic of their lesson and the students have to translate to words into *bahasa*, and presented it in the next meeting.⁵ The teacher did not try to stimulate the student's interest, motivation, and enjoyment in learning. It is obvious why they became passive, confused, shy,

⁴ Scott Thornbury, *How To Teach Vocabulary* (Harlow: Pearson, 2002), p.13

⁵ Desi Rahmawati, An English teacher at SMPN 15 Bandar Lampung, *Interview for preliminary Research*, (Bandar Lampung: Unpublished,

and bored when they study English. The researcher also asked the teacher about the student's vocabulary mastery. From that interview, the researcher got that more than 75% of students of seventh grade did not pass the minimum score as shown on the table:

Table I
The achievement of KKM at Seventh Grade students of SMPN 15
Bandar Lampung in the Academic Year of 2019/2020

NO	Score	The number of students	Precentage
1	≥ 70	21	23.59%
2	< 70	58	65.16%
	Total	79	100%

Source: document of the achievement of KKM at seventh grade students of SMPN 15 Bandar Lampung in 2019/2020 academic year

Based on the data in table 1, there are 21 students of the 79 students who passed the test based on criteria of minimum (KKM) and 58 students failed. In this case, the students' score of KKM in SMPN 15 Bandar Lampung was 21 and there are 58 students who got the score under the KKM. It means that students who got difficulty in vocabulary mastery.

It can be concluded that the students' vocabulary was still low. From the percentage score of the table, it shows that students' vocabulary mastery is low. It makes them difficult to use English in order to communicate the others. The researcher found out so many difficulties when they are going to have final examination and even they failed in the certain subjects including English. They have problem to understand the reading text, sentence, and the meaning of words.

From the table, it can be assumed that most of the students still feel difficult in learning English vocabulary, the students said that studying English

is difficult subject, therefore the students are also passive because the students didn't know the meaning of vocabulary. They also felt bored in learning English especially in learning vocabulary not only because they have minimum vocabulary mastery but also the teacher did not use the interesting technique to make the students attracted. The teacher used translation technique that only spoke formally in front of the class, gives some explanations and after that the teacher asks the students to open the dictionary, and memorize the vocabulary given by the teacher.⁶

At this time, the teacher is suggested to create a suitable game in the teaching and learning process, and it must involve student's interest in order to avoid their boredom. besides, the appropriate game will make the students understand the lesson easily. the researcher realizes that an interesting way of teaching will encourage students to learn vocabulary more easily. the researcher would like to apply the game in teaching vocabulary. one of the games that can be used in teaching and learning vocabulary is finding treasure game.

Finding treasure games is a form of play that found the hidden vocabulary. Finding treasure was originally an outdoor activity and a game played by children and occasionally by adults. To play finding treasure, an adult prepares a list of hidden objects for children to find. Each team of children receives a duplicate list of the hidden objects. The winner is the first

⁶ Interviewing Some Students (Abdul Rohim, Mizar Ardian, Fera Mustika) of The Seventh Grade of SMPN 15 Bandar Lampung , (Bandar Lampung: Unpublished, February 14

team to find all the items on the list.⁷ It means that finding treasure is a learning activity outside the classroom that requires students to look for a set of hidden instructions which will lead to the discovery of new information. This activity requires adequate time for preparation and results, and students must follow the steps to be completed. Rini says that finding treasure game is a game that fits quite active and played by players of various levels. Finding treasure games is a game where students have to find the treasure by hunting the treasure that hidden. This game category active and suitable to be played for player from every level moreover for junior high school. Several players unlimited that can make this game more interesting.⁸

The previous study was conducted by Masitoh “The effectiveness of finding treasure game to improve elementary school student’s English vocabulary mastery of the fourth graders of SD Islam Darul huda Semarang in the academic year 2016/2017”.⁹ The result of this research there is significant difference in the vocabulary score before teaching using finding treasure game and after teaching finding treasure game. It means that teaching using finding treasure game is effective in increasing vocabulary mastery.

The last one was done by Wulansari using finding treasure game “To improve the seventh grade students’ comprehension in reading descriptive text at

⁷ Dong Won Kim and Jing Tao Yao, *A Treasure Hunt Model for Inquiry-Based Learning in the Development of a Web-based Learning Support System*, (Canada : University of Regina, 2009), p.04

⁸ Ayu Rini, *Excellent English Game*, Kesaint Blanc, Jakarta, 2006, P.58

⁹ Dewi Masitoh. *The Effectiveness Of Finding Treasure Game To Improve Elementary School Student’s English Vocabulary Mastery of the Fourth Graders of SD Islam Darul Huda Semarang in the Academic Year 2016/2017*. <http://repository.unissula.ac.id/8858/>. 18th 2019

SMPN 2 Gondang Tulungagung in the academic year 2015/2016”.¹⁰ The result of this research is the research findings showed that vocabulary mastery of most students improved after finding treasure game was used in the teaching and learning process comprehension in reading descriptive text.

The differences between this research and the previous research are the researcher focuses on the influence of using finding treasure game towards students’ vocabulary mastery. While the previous research from Masitoh focuses on the effectiveness of finding treasure game towards students’ vocabulary mastery. The last one Wulansari focuses on improving the students reading skill through finding treasure game.

From the explanation above, it assumes that finding treasure game is appropriate to be used in teaching vocabulary mastery, and the research entitled,” The influence of using finding treasure game toward students’ vocabulary mastery at the second semester of the seventh grade of SMPN 15 Bandar Lampung in academic year of 2019/2020.”

B. Identification of the Problem

Based on the background of the problem above, the researcher identified the problem as follow:

1. The students’ vocabulary mastery is low.
2. The students still find difficulties to improve their vocabulary
3. The teacher technique in teach vocabulary is boring

¹⁰ Rina Wulansari. *Using Finding Treasure Game To Improve The Seventh Grade Students’ Comprehension In Reading Descriptive Text At Smpn 2 Gondang Tulungagung in the academic year 2015/2016*. <http://repo.iain-tulungagung.ac.id/4253/>. 24th 2019

C. Limitation of the Problem

Based on the identification above, the researcher was only focus on the influence of using finding treasure game toward students' vocabulary mastery at the seventh grade of the second semester of SMPN 15 Bandar Lampung. Vocabulary here is the verb, noun and adjective. The limitation these kinds of vocabulary are because of the appropriateness with the syllabus.

D. Formulation of the Problem

Based on identification and limitation of the problem above, the researcher formulated the problem as follow: "Is there any significant influence of using finding treasure game toward students' vocabulary mastery at the seventh grade of the second semester of SMPN 15 Bandar Lampung in the academic year of 2019/2020?"

E. Objective of the Research

The objective of the research were know whether there is significant influence of using finding treasure game toward students' vocabulary mastery at the seventh grade of the second semester of SMPN 15 Bandar Lampung.

F. Significance of the Research

1. Theoretical Contribution

For the theoretical contribution, the result of this research is expected to support the previous theories about the influence of using finding treasure games in teaching vocabulary mastery.

2. Practical Contribution

For practical contribution, the result of this research is expected that the teacher can improve the students' vocabulary; also the students can increase their vocabulary mastery through finding treasure game. For the next research, researcher used this technique to increase students' vocabulary mastery in different level.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the students in SMPN 15 Bandar Lampung year of 2019/2020.

2. Object of the Research

Object of the research was taught vocabulary using finding treasure game.

3. Place of the Research

The research was conducted at SMPN 15 Bandar Lampung.

4. Time of the Research

The research was conducted at the second semester of the academic year of 2019/2020.

CHAPTER II FRAME OF THEORIES

A. Teaching English as a Foreign Language

Language is highly organized system in which each unit plays an important part which is related their parts.¹¹It means that language is considered as a tool of communication. In this case, language is so important in our life. By using language, people can express their ideas, and their feelings in instruction to others. Brown said that language is more than a system of communication. It involves whole person, culture, educational, developmental, communicative process.¹² It means that this definition stresses on the social functions of language and the fact that humans use it to express on the social functions of language and the fact that humans use it to express themselves and to manipulate objects in their environment. It means that language is important thing for human life. Language is used to express their thought and feeling. Language is needed to communicate among human beings. Language is a tool of communication, people use it to interact one to another, socially or emotionally how they indicate friendliness, cooperation, etc.

Nowadays, English as one of the international language is one of important languages in this world because almost all countries use English as a communication tool as a native language, a second language, and foreign language. People who are able to communicate in English will get easier to gain more information and knowledge. Today, millions of people want to improve

¹¹Lim KiatBoey,*an introduction to linguistic for the language teacher*(Singapore: Singapore university press 1987),p.437

¹²H. Douglass Brown, *teaching by principles an interactive approach to language pedagogy*second edition, san Fransisco, Longman, 2001.p.7

their command of English by different ways such as formal, or informal instruction through studying abroad, media, and internet. In fact, English should be taught in the school especially in Indonesia.

In Indonesia, English is known as a foreign language. The term foreign language in the field of language teaching is different from the second language. English must be taught in order to the students are able to compete in this global era. Many of the requirements, like getting jobs and continuing study, need English skill.

In teaching English as a foreign language, the teachers should be able to manage the classroom well. The teacher should be creative and manage the classroom with interesting technique as Brown states, teaching is showing or helping students to learn how to do something, giving instruction in the study of something, providing with language, and causing to know or understand.¹³ It means that English in the most students' mind is something hard to be learned and that is why students get difficulty to practice it in real life situations, in this case, the teachers should be creative to make students enjoyable and interest to learn English in the teaching and learning process.

In the teaching and learning process, the foreign language provides the students with the skill which enable to communicate orally with the teachers or other people who have learn the language. According to the Richard, he said: "there are three processes in learning a language, receiving the knowledge or materials, fixing in the memory by repetition, and using it in

¹³H. Douglas Brown, *teaching principles of language and teaching*,(San Fransisco: practice Hall regents,1994),p.7

actual practice until it becomes a personal skill”.¹⁴ It means that from the transferring process the materials, students who learn a language are expected to be a person have a lot of the knowledge.

Based on the explanation above, it can be concluded that language plays an important role in communication. English as a foreign Language is a process to comprehend about the content of English. It is learned by people through teaching and learning process including transferring the material and knowledge to practice it in real life situation. The teaching learning process will be successful if the teacher knows how to teach it well, the teacher should be able to create technique that is fun in the classroom and it is appropriate for students

B. Concept of vocabulary

We need language to communication, without language it will be impossible for human being to express their ideas and to understand what others say. Vocabulary can help students in speaking, writing, listening and reading, because by having enough vocabularies. It can be minimize the difficulties in comprehending the text and in expressing ideas in speaking and writing. They are many aspects of vocabulary such us word meaning, word use, word formation, and word grammar. There are many types of vocabulary such us verb, nouns, adjectives, adverbs, a pronoun.

¹⁴JackRichards, *Approach and methodsinlanguageteaching* (2nded) (New York:Cambridge University press,2001),p.4)

a. Definition of Vocabulary

Vocabulary is one of elements of English that should learn and teach, because vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meaning of the words.¹⁵ It means that vocabulary is important to learn and teach because vocabulary primary goals of language learning.

According to Hibert and Michael, vocabulary is the set of words for which we know the meanings when we speak or read orally and the set of words also that an individual can use when writing.¹⁶ It means that vocabulary is the vital part of language. By having adequate vocabulary, one will be able to communicate to other people and express his idea clearly and easily. In addition, Richard and Renandya state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.¹⁷ It means that vocabulary has big contribution for supporting the success of learning English and it is crucial component because it provides learners how well they speak, listen, read, and write.

From statement above vocabulary can help the students in speaking, listening, writing and reading. Vocabulary is use by the students to understand the sentences of English, in making sentences, and to speak English. By having enough vocabulary, there will less difficult in comprehending the text and expressing ideas.

¹⁵Virginia F. Allen, *Technique in Teaching Vocabulary*, (Oxford : Oxford University Press, 1983), p.4

¹⁶Elfrieda H. Hibert and Michael L. Kamil, *Teaching and Learning Vocabulary (Bringing Research to Practice)*, (London : Laurence Erlbaum Associates (LEA), 2005), p.3

¹⁷Jack C. Richards and Willy A Renandya, *Loc. Cit.*

Vocabulary is the collection of words that an individual knows.¹⁸ It means that vocabulary is list of words that contain meaning rules for combining them to make up a language. According to Hatch and Brown vocabulary is a list of words for a particular language or a list or set of word that individual speakers of language might use.¹⁹ It means that list of words which are known and collect by someone are call vocabulary.

Thornbury says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.²⁰ It has to be realize that the student's ability to read, to write, to listen, and to speak is condition by their vocabulary. This shows that people will do nothing in communication if they do not know the words or vocabulary. As mention by Rivers in Nunan, argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, one will be unable to use the structures and functions one may have learn for comprehensible communication.²¹ It can be concluded that vocabulary has big contribution for supporting the success of learning English and it is crucial component because it provides learners how well they speak, listen, read, and write.

In addition, Coady and Huckin said that vocabulary is central language and of critical importance to the typical language learner, it is obvious that vocabulary

¹⁸David Nunan, *Practical English Language Teaching Young Learners*, (New York, 2006 : McGraw-Hill ESL/ELT), p.121

¹⁹Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, (Cambridge: Cambridge University Press, 1995), p.1

²⁰Scoot Thornbury, *How to Teach Vocabulary*, (London : Pearson Education Limited, 2002), p.13

²¹David Nunan, *Language Teaching Methodology; A text Book for Teacher*, (London : Phoenix, 1995), p.117

is one of the most important aspects of foreign language learning.²² Based on the statement above, that vocabulary as a central in English learning, the students must have enough vocabulary because it is the key in foreign language learning when the students want to master English. They must get sufficient vocabulary, because without vocabulary the student will not be able to use the language.

From the statement above, it can be conclude that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Vocabulary is collection or a list of words and central elements of English of learning a foreign language that should learn to know the meaning of the words that can help the students use language to communication well.

b. Aspects of Vocabulary

According to Harmer there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are as follows:

a. Word meaning

The least problematic issue of vocabulary, it would seem, is meaning.

According to Harmer word meaning include:

1) Polysemy

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used. For example: the house is at the **foot** of the mountain.

²²JamnesCoady and Thomas Huckin, *Second Language Vocabulary Acquisition* , (United Kingdom : Cambridge University Press, 1997), p.5

2) Antonym

The term antonym is used for opposite meaning of word. For example: “full” is an antonym of “empty”.

3) Synonym

It means that two or more words have the same meaning. For example: the synonym of smart is clever, bright may serve as the synonym of intelligent.

4) Hyponyms

It means items that serve as specific examples of a general concept. For example: the hyponyms of animal are cat, horse.

5) Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. For example: “slim” has favorable connotations, while “thin” has unfavorable; so that one could describe something as “slim body” not “thin body”.

b. Word use

Harmer says, it is frequently stretched through the set of metaphor and idiom. We know that the word *hiss* for example, describes the noise that snakes make. But we stretch its meaning to describe the way people talk to each other (“*Don’t move or you’re dead,*” she hissed). That is metaphorical use. At the same time, we can talk about treacherous people as snakes (*He’s real snake in*

the grass). *Snake in the grass* is a fixed phrase that has become an idiom, like countless other phrase such as “*raining cats and dogs, my house is castle, etc*”.

c. Word combinations

According to Harmer, students have to know things about word formation and how to change words to be compatible with different grammatical context. Word formation is also connected with suffixes and prefixes(im-, or in) such as *imperfect and perfect, inappropriate and appropriate*, etc. Word form then means knowing how words are written and spoken form. The students need to know words are spelt and how they sound. For example, there is a clear relationship between the words *death* and *dead, dying* and *die*, etc.

c. Word grammar

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. Such as make a distinction between *countable* and *uncountable noun*. The former can be both singular and plural. We can say *one chair* or *two chairs*, etc.²³

From the statements about, it can be concluded there are some aspects of vocabulary: they are word meaning, word use, word combination, and word grammar. In this research the researcher will focus on the word meaning, word use, and word combination and word grammar were suitable with the syllabus of the English.

²³Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge, 1998)p.17-21

c. Types of Vocabulary

Vocabulary has some types that need to be learned. There are types of vocabulary that are explained by the expert. According to Thornbury, words fall into one of eight different word classes;

- a. Verb is a word which can be used with a subject to form the basis of a clause. In clauses, the verb is often consists of an auxiliary verb + infinitive or participle. Example: will go. Most verbs refer to actions, events or states.
- b. Nouns are most often the name of people or things. Personal names (e.g. *George*) and place names (e.g. *Birmingham*) are called proper nouns; they are usually used without articles.
- c. Adjectives are used when we describe people, things, events, etc. Adjectives are used in connection with nouns and pronouns. Example: grape, apple, lemon.
- d. Adverbs; a word like tomorrow, once, badly which is used to say. Example: when, where, or how something happens.
- e. A pronoun is a word like it, yourself, their, which is used instead of a more precise noun or noun phrase (*like the cat, peter's self, the family's*).the word pronoun can also be used for a determiner when this includes the meaning of the following noun which has been left out. Example: I will take these.
- f. Prepositions are word like *on, off, of, into*, normally followed by noun or pronoun.

- g. Conjunction is a word like and, but although, because, when, if which, can be used to join clauses together. Example: *I rang because I was worried.*
- h. The determiner is one of a group of words that begin noun phrases. Determiner includes *a/an, the, my, this, each, either, several, more, both, all.*²⁴

In conclusion, word clauses divided in eight kinds, such as verb, noun, adjective, adverb, pronoun, preposition, conjunction and determiner. In this research, the researcher will focus on verb, noun and adjective. The reason of researcher focuses on verb, noun and adjective as according to learning material syllabus English of the seventh grade at the second semester. Below is an explanation of verb, noun and adjective.

a. Concept of Verb

There are some definitions about verb that proposed by the expert. According to Frank verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences, statements, questions, commands, exclamations, like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject.²⁵ Based on the statement above that verb is a basic component in English grammar. While Sjah and Enong states that verb is a word that is showed

²⁴*Op Cit, p.3*

²⁵Marcella frank, *Modern English a Practical Reference Guide* (new jersey; PrenticeHall, 1972), p.48

measured and condition of a thing.²⁶ It means that verb used to show the measure and condition of thing. For example: write, read, listen, and others. Steinberg says that a verb is a word that expresses an action, event, or state of being.²⁷ In other words verb is one kind of English word that shows an action or event.

From those theories it can be concluded that verb is the basic component in English grammar that is used to show the measure and condition of action or event.

According to Frank, types of verbs are predicating or linking verb, and transitive or intransitive verb.

a) Predicating or Linking Verb.

A predicating verb is the chief word in predicate that says something about subject. The predicating word has traditionally been called a verb of action, for example: babies *cry*, she *wrote*, I *drive*. Linking verb is a verb of incomplete predication. Linking verb is also called copulative verb. The more common of linking verbs are appear, be, become, get, look, remain, seem, feel, taste, smell, sound. For example: the news *sounds* interesting.

b) Transitive or intransitive verb.

A transitive verb takes a direct object. For example; He is reading a book. While an intransitive verb does not require an object. For example: the train arrived late last night. Describing an action, experience or state that it is own

²⁶DjalalinusSjah and AzimarEnong, *Modern English Grammar*, (Jakarta : CvSinglex, 2000), p. 30

²⁷Evelyn Steinberg, *Canadian Writers in Action Handbook*, Toronto : Gage Learning, 2003, p. 103

grammatical rule of the use in a sentence.²⁸ It means that they are four types of verb such as Predicating or Linking Verb and Transitive or intransitive verb.

b. Concept of adjective

According to Frank, the adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other position as well. Type of Adjective Furthermore Frank classifies the type of adjective as follows:

I. Determiners: consist of a small group of structure word without characteristic form.

a. Articles: the, a-an

b. Demonstrative adjectives: this-plural these, that-plural those

c. Possessive adjective:

c.1. From pronouns: my, your, one's, etc.

c.2. From nouns: John's, the girl's, etc.

d. Numeral adjectives:

d.1. Cardinal: four, twenty-five, one hundred, etc.

d.2. Ordinal: fourth, twenty fifth, one hundredth, etc.

e. Adjectives of indefinite quantity: some, few, all, more, etc.

f. Relative and interrogative adjectives: whose, what, which

²⁸*Ibid*, p.48-49

2. Descriptive adjectives: it usually indicate an inherent quality (beautiful, intelligent), or a physical state such as age, size, color. Some descriptive adjective take the form of :

a. Proper adjectives: a Catholic church, a French disk, a Shakespearian play.

b. Participial adjectives

b.1. Present participle: an interesting book, a disappointing experience, etc.

b.2. Past participle: a bored students, a worn tablecloth, etc.

c. Adjective compounds

c.1. With participle : present participle: a good looking girl, a heart breaking story, etc.

c.2 . With-ed added to nouns functioning as the second element of a compound. The first element is usually a short adjective: absentminded, ill-tempered, tear-stained, far-sighted etc.²⁹ It means that they are two types of adjective such as determiners and descriptive adjectives.

c. Concept of Noun

Swan says that noun is the name of a thing. Meanwhile, Frank stated everything that exists has a name, whether you can see it or not.³⁰ It means that noun is related to the name of something like people, place, plant, and others. For example: Richard, Student, house chair, rose, cow, honesty.

From the statement above, the researcher concluded that noun is one of the most important parts of speech that can be used name of people, place,

²⁹ Marcella Frank, *Modern English a practical reference guide* (Prentice-Hall, New Jersey, 1972) p.109.

³⁰ Barbara dykes, *grammar for everyone* (Cambrewell: Acer press,2007),p.22

plant, object, animal, quality and abstract concepts. According to Frank, he also stated some nouns belong to more than one of the types, they are:

1) Proper noun

Begin with a capital letter in writing. It includes personal names, name of geographic units such countries, cities, rivers, etc. Names of nationalities and regions, names holidays, example: (Mr. John smith (name personal), Canada (name of city) etc.

2) Concrete and Abstract Noun

A concrete noun is a word for a physical that can be perceived by the senses we can see, touch, smell the object (flower, girl). An abstract noun is a word for a concept it is an idea that exists in our mind only (beauty, justice, mankind).

3) Countable and Uncountable Noun

A countable noun can usually be made plural by the addition of –s (one girl, two girls, one book, two books). An uncountable noun is not used in plural. There are words for concrete objects stated in a undivided quantity (iron, sugar, sand, soil).³¹Based on the statement the concept of noun, noun is using to name life things, unlive things, and even abstract things. Noun also has type or kind, there are seven kinds of noun namely; proper nouns, concrete nouns and abstract noun, countable and uncountable noun, collective noun and common noun. Proper noun is a specific noun that is created with capital letter in front of word. This noun is presenting the specific things like name of

³¹Marcella frank, *Op.Cit.* 6-7

people, place, day and institution. Meanwhile, concrete nouns are a noun that can be felt with sense. It can be seen, felt, listened, and smelt. Abstract nouns are reverse of concrete nouns. An abstract noun cannot be felt with human sense, it is like strength, weakness, and honestly. Countable nouns are noun that can be calculated. This noun is divided into two kinds, they are singular and plural. While, uncountable noun is a noun that cannot be calculated, it reverses of countable noun. All nouns can be further classified as proper of common. In this research the researcher only focuses on proper noun and countable and uncountable noun.

It can be conclude that noun is one of the most important part of speech that can be used name of people, place, plant, object, animal, quality and abstract concepts, which has three types there are: Proper noun, concrete and abstract noun, and countable and uncountable noun. In this research, the researcher was focus on predicating or linking verb and Countable and Uncountable Noun/plural and singular noun.

C. Concept of Vocabulary Mastery

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.³² It is supported by Thornbury, he states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.³³ It can be concluded that vocabulary has big contribution for supporting the success of learning English and

³²Jack C. Richards, *Curriculum development in language teaching*(New York: Cambridge university press,2001),p.4

³³Scott Thornbury, *how to teach vocabulary* (Edinburgh: Pearson Education Limited Edinburgh Gate,2002),p.144-160

it is crucial component because it provides learners how well they speak, listen, read, and write.

Vocabulary should be mastered in language learning especially in teaching and learning English as a Foreign Language, vocabulary can be presenting or explaining in all kinds activities. According to Kridalaksana vocabulary represents:

(1) Language component claiming all information about the meaning and word usage.

(2) Vocabulary mastery of the speaker or writer of a language.³⁴ It means that in teaching and learning English vocabulary is one of the most important things to mastered by students.

According to Guskey, mastery is a term that all educators use and believe they understand well.³⁵ It means that this means that mastery is used by all educators as a term that is expected and understood by educators very well. While oxford English dictionary defines mastery as comprehensive knowledge or skill in particular subject or activity.³⁶ It means that mastery is comprehensive knowledge which means an action shown the skill or activity of using and understanding vocabulary well.

From some definitions above, the researcher concludes that vocabulary mastery is the students ability to use words of language that they have learned in

³⁴Harimurti Kridalaksana, *KamusLinguistik* (Jakarta: PT. Gramedia Pustaka,2008), p.142

³⁵Thomas R. Guskey, *Getting Students to Master. EL Journal, December 2013/ January 2014*Volume 71 Number 4, p.18, Accessed on February 26th2018

³⁶Oxford *Advance Learner's Dictionary*. (Oxford: Oxford University Press,2000),p.271

certain situation which they have experienced in their live, it becomes one of the requirements for them to understand vocabulary well. The vocabulary mastery also know the types of vocabulary mastery, and understand with aspects such of vocabulary mastery as word meaning, word use, and word combination. In this research, the researcher focused on Noun.

D. Concept of Teaching Vocabulary

The purpose of learning vocabulary is to make students understand the meaning of words. To understand means not only to memorize a number of words, but it should be more than that. Teaching English vocabulary is one of the effective ways to make students to be able to communicate well in English. The students have to memorize their new words into mind. As have been explained that vocabulary is important in language. It is useful that through vocabulary students can arrange their own language which appropriate in the context.

Vocabulary is the basic element of language to understand the language. The learner should know the complexity of words. Moreover, the teacher should decide how to teach vocabulary on the class. According to Thornbury here are four of factors that have related on teaching set of words are considering by the teacher :

1. The level of the learner, it means that the teacher should give the material that is proper to the level of the students.

2. The learner likely familiarity with words, it means that the degree of familiarity should be known first by the teacher before he or she teaches the students.
3. The difficulty of item, it should be proper to the students' level.
4. Their teach ability whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading).³⁷

From the statement above the researcher can conclude that the students have different level and teacher encourages their students to gain success in learning the language. There are many ways on teaching vocabulary mostly English teacher uses. Such as game, picture, song, etc. Teacher knows that in presenting the new vocabulary the English teacher cannot give the students list of words, but they should be they should be creative to manage and introduce the words with a good and appropriate way.

E. Concept of Game

A game is a structured activity, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more concerned with the expression of ideas, it is stated by broadly.³⁸ It means that a game should make students interest in learning English and they was enjoy English through game. Games should be fun and always like playing.

³⁷Scott thornbury, *how to teach vocabulary*, Malaysia:longman,2002,p.75-76

³⁸Broadly.(<http://.Tel.org/wiki/products/ne-/ESO419.html>)accessed on (sunday, January 28th,2018)

Based on the statements above, the researcher assumes that using game can motivate students to practice their English in real-life situation by taking part actively in the classroom. By practicing English, the students can increase their vocabulary. Finding treasure game is a great game, especially to review give a new vocabulary to the students. I think if students can describe / explain words, then it is a good sign for the teacher that they have learned or are learning the vocabulary.

In English teaching and learning process, the activity is going on easily and interesting so that the students are enjoyable. When we hear about “Game”, our mind thinks that something is enjoyable, interesting and competitive. It is supported to Hadfield who says that game is an activity with rules, a goal, and element of fun.³⁹ Game can be used in teaching a language as motivation to learn it. Games are enjoyable and encouraging motivation. Wright says that game can help and encourage many learners to sustain their interest and work.⁴⁰ It means that game help teacher to create context in which the language is useful and meaningful. The students want to take part and in order to do must understand what others saying or have written. And they must speak or write in order to express their own point of view or given information.

Harmer states that games are vital part of teacher’s equipment, not only for the language practice but also therapeutic effect they have. They can be used at any stage of class to provide an amazing and challenging respite from

³⁹Jill Hadfield, *Intermediate Communication Game* (England: Addison Wesley Longman, 1996), p.4

⁴⁰Andrew Wright, et.al, *Games for Language Learning* (new ed) (New York: Cambridge University Press,1983),p.2

other classroom activity, and are especially useful to send the students away feeling cheerful about their English class.⁴¹ Furthermore, games are a valuable activity for language learning, especially for young learners.⁴² It means that students as learners enjoy the game as classroom activity, especially in English class.

Based on the statement above, the researcher concludes that games are an activity with rules that can help and encourage Learner's motivation in the classroom as a fun activity and the alternative teaching technique for the teacher.

F. Concept of Finding Treasure Game

Games are vital teacher equipment not only for the language practice to provide but also for the beauty. By using games they will more creative can motivate the students in teaching learning process. From Oxford Dictionary, "game is form of play or sport with rules" and "Treasure is gold, silver jewels, etc. But in the treasure game explain about hidden vocabulary".⁴³ So that, finding treasure game is form of play that found the hidden vocabulary.

a. Definition of Finding Treasure Game

Finding treasure is one of the game that can be used in teaching vocabulary, it will help teacher in teaching english. Finding Treasure is a location-based game which represents a classic and playful approach that was traditionally performed without digital technological means. It was originally an outdoor activity for

⁴¹Jeremy Harmer, *how to teach English* (England: Longman, 1998), p.1

⁴²GulinYolageldili and ArdaArikan, *effectiveness of using game in teaching Grammar to Young Learners* (Elementary Education Online, 2011), p.2, Accessed On April 12th2016

⁴³Hornby A S, *Oxford Learner's pocket Dictionary new*, University Press, 2008, P. 181

children who required finding hidden objects. The winners were the first team to find all the objects.⁴⁴ It means that Finding treasure game is form of play that found the hidden vocabulary. Finding treasure was originally an outdoor activity and a game played by children and occasionally by adults. To play finding treasure, an adult prepares a list of hidden objects for children to find. Each team of children receives a duplicate list of the hidden objects. The winner is the first team to find all the items on the list.⁴⁵ It means that finding treasure is a learning activity outside the classroom that requires students to look for a set of hidden instructions which will lead to a discovery of new information. This activity requires adequate time for preparation and results, and students must follow the steps to be completed.

This game promotes students' ideas in thinking, ability in understanding the text, kinesthetic approach where students do activities in learning. They can learn not only from the explanation but also they find what they should solve and answer through the game. Pirita Ihmaki said that "Finding treasure games provide pupils with an opportunity to make their own observations and learn things that would otherwise have been read in books".⁴⁶

From the statement above the researcher conclude that finding treasure game is one of teaching techniques which helps the teacher to make a

⁴⁴ Rotem Israel, *Treasure the Moment Communication as a Scaffold for Mobile Learning Activities*, (Sweden : Linnaeus University, 2016), p 05

⁴⁵ Dong Won Kim and Jing Tao Yao, *A Treasure Hunt Model for Inquiry-Based Learning in the Development of a Web-based Learning Support System*, (Canada : University of Regina, 2009), p.04

⁴⁶ Pirita Ihmaki, *The Potential of Treasure Hunt Games to Generate Positive Emotions in Learner*, (Finland: University of Turku, 2014), P.06

conducive learning atmosphere in the classroom which enables the students to be more active in learning English.

b. Procedures of Treasure Game

Procedures of finding treasure game to improve vocabulary mastery are as follows:

1. Introduce plan a treasure hunt to grade students.
2. Form groups consisting of 3-6 students. Give each group a box and markers. Explain the meaning of the word “profession”, ask the students to give examples and their meaning.
3. Explain that teachers have hidden profession and around the room. Each group had to find 10 professions.
4. Instructed each group started hunting. Give 10 minutes.
5. After time runs out, calling each group and assign them to make a presentation on the hunt box. They must show what it finds, explain the profession of each object.
6. Once the ideas in the show instructed each student to complete the sentence "I have been studying" in the notebook respectively.⁴⁷

Base on the procedure above, the researcher can take a conclusion that vocabulary by using finding treasure game can be applied based on the all level of students with purpose are same to increase students' vocabulary well. Using finding treasure game should be suitable with the materials and level of the students. by using the procedure, the student can be easy in learning vocabulary.

⁴⁷ Mei Yui Lim and Mary Ellen Foster. *Let's go for a Treasure Hunt*, (Scotland: Heriot-Watt University,2014)p.02

c. Advantages and Disadvantages of Finding Treasure Game

1. Advantages of Finding Treasure Game

There are some advantages using finding treasure game especially for teaching vocabulary as follow:

- a. Finding treasure game is a game that suitable for all ages.
- b. Influences students to be more creative and active
- c. Improve student's vocabulary mastery, communication and cooperating skill, encourage students to think, interact and communicate.⁴⁸

From the advantages above, it can be concluded that using finding treasure game in teaching vocabulary mastery is effective enough particularly in Junior High School, because it can make students remember the vocabulary and can be used to add vocabulary easily.

2. Disadvantages of Finding Treasure Game

1. Makes the class difficult to be controlled
2. Students will be asked to make games continuously more than the material.⁴⁹

From the statement above, the researcher can conclude that by using finding treasure game in a classroom has several limitations, they are: students will be difficult to be controlled, and the teacher difficult to manage the class well. Even though there are some advantages and disadvantages of using finding treasure game in teaching vocabulary, however the researcher assumes that finding treasure game still can be applied in the class. The reason is a

⁴⁸Marlene,F.*Treasure Hunt*, (America: Celtic Marketing, 2015) p.05

⁴⁹ Ibid, p.05

finding treasure game leads the vocabulary practice to a communicative situation. The disadvantages of using Finding Treasure Game can be solved by forming students in a small group.

G. Concept of Translation Technique

There are many ways in teaching vocabulary, such as games, pictures, videos, etc. But in this research the researcher will use translation as a technique to teaching vocabulary in control class. In teaching and learning foreign language, translation is very important. Translation technique on this research is a kind of technique for teaching vocabulary by allowing the students to translate unfamiliar word from the texts or sentences that correlated with the materials.

a. Definition of translation technique

Translation is one of activity where someone changes one language to another language. According to Richard and Schmidt, translation is the process of rendering written language that is procedure in one language (the source language) into another language (the target language), or the target language results from this process. Translation in which more emphasis is give to overall meaning than to exact wording is known as free translation. A translation that approximates to a word for-word representation of the original is known as a literal translation. A translation that has produce by a computer is known as a machine translation.⁵⁰ From opinion above that translation not only do by human, but also can do by the machine like a computer.

⁵⁰Jack C. Richards and Richard Smith, *Dictionary of Language Teaching and Applied Linguistics*, (London : Longman, 2002), p.563

Translation process is not easy, because source language not only changes into target language, but also translator should be processing the word into a good sentence. While according to Catford, translation is understood as a linguistic phenomenon, as an operation performed on languages. This operation is seen as a process of transcending between source language (SL) and target language (TL). Translation may be defined as the replacement of textual material in one language (Source Language) by its equivalent in another language (Target Language).⁵¹

From the definitions above, it can be concluded that translation is a process where the source language or original language is changed into the target language.

b. Procedure of Teaching Vocabulary by Using Translation Techniques

Language teachers may develop their own procedures as long as they are in accordance with the characteristic of the translation technique. The following procedure of teaching the target language through the translation technique is adapted from Larsen-Freeman.

1. The teacher prepares the material.
2. The class reads a text written in the target language.
3. Students' translate the passage from the target language to their mother tongue.
4. The teacher asks the students to find in the dictionary
5. The teacher asks students in their native language if they have any questions, students ask questions and the teacher answers the questions in their native language.

⁵¹Christina Schaffner, *The Concept of Norms in Translation Studies*, (Birmingham: Aston University, 1965), p.3

6. Students' write out the answers to reading comprehension questions.
7. Students' translate new words from the target language to their mother tongue.
8. Students are given a grammar rule and based on the example they apply the rule by using a new words.
9. Students' memorize vocabulary.
10. The teacher asks students to state the grammar rule.
11. Students' memorize the rule and errors are correct by providing the right answer.⁵²

Based on the explanation above, the researcher can take a conclusion that there are some steps that can be followed by the teacher when they are going to teach vocabulary by using translation technique. Those steps can help the teachers teach easily.

c. Advantages and Disadvantages of Translation Technique

1. Advantages of using Translation Technique

- a. Translation is very important and the easiest way of explaining meaning or words.
- b. Psychological values, contrary to reasons put forth as to why students should be encouraged to use only the target language in class.⁵³

Based on the advantages of using translation technique, it can be concluded translation technique is the easiest way of explaining meanings or words.

⁵²Diana Larsen and Freeman, *Technique and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000), p. 15-17

⁵³ "what is the advantage of using translation as a teaching resource", available on: tcl.rlt.albany.edu/knilt/index.php/unit_3:what_is_the_advantage_of_using_translation_as_a_teaching_resource%3f(accsed on Feb 16th, 2017).

1. Disadvantages of using Translation Technique :

The following are weaknesses of translation technique:

- a. Inaccurate words. Somehow, we tend to translate it into languages, but the words that we use are sometimes inaccurate that it does not have in our vocabulary or is slightly different with our language.
- b. Lack of originality. We do think it will be lack of originality as we tend to change the words, thus the meaning of the text itself is marginally or slightly different.
- c. Take time to interpret. It does take time we to interpret, learn, research and finally translate the whole text.
- d. It is uninteresting. Translation technique is dull and mechanical. It is bookish. No aids are use to make lessons interesting.
- e. It makes the students a passive learner.⁵⁴

Based on the disadvantages of using translation technique, it can be concluded translation technique is a good technique to be used in teaching learning vocabulary but there are some disadvantages in implementing this technique because this technique will make the students become passive in teaching learning vocabulary that cause of a communication in one way and the teacher is not good in educating. When students' become passive in learning, the learning will be difficult to be gauged. In order to solve those problems, the teachers must know much about the material well. Not only that, the teachers also need to prepare the material as well as possible and make an interesting class by

⁵⁴ Albany, *Advantages and Disadvantages of Translation*<http://tccl.rit.albany.edu/knit/index.php/unit>what is the advantage of using translation as a teaching resource/, accessed on 05 june

giving interesting things in learning process so the students will not be passive anymore.

H. Frame of Thinking

Based on all of the explanations, the teacher should apply various interesting teaching techniques that involve students in the classroom interaction. They should try to make that involve students in the classroom interaction. The students will be interested in English if the teacher teaches English in a proper way.

In this case, the researcher choose game as a teaching technique in vocabulary learning process, because it is suitable for learners at junior high school and with this way, the students can learn and develop vocabulary, because they learn a new word and response it directly and physically.

The researcher assumed that teaching vocabulary by using finding treasure game improve the Junior High School students ability, because the students can concentrate on the vocabulary material through game, so the researcher made the frame of thinking as follow: Teaching vocabulary using finding treasure game student's vocabulary mastery.

I. The Hypothesis

Based on theoretical and the frame of thinking above, the researcher formulated the hypotheses as follow:

H_o : There is no significant influence of finding treasure game toward students' vocabulary mastery.

H_a : There is a significant influence of finding treasure game towards students' vocabulary mastery.



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